

## Governor's SEN Report 2016-2017

**Governor: Janet Buck**

The SEN Policy for the new school has been co-written by the two SENCOs. This policy, which defines the school's aims and objectives, is available to any parent on request and can be seen on the school website together with a mandatory School SEN Information Report. This report details all that is done at Marlborough St Mary's to support any child with additional needs or disabilities. The policy was adopted by the Governors in October 2016 and will be reviewed, together with the report, in November 2017 and at the following meeting of the Teaching and Learning Committee.

The two SENCOs are Mandy Cook (KS2) and Mandy Howarth (KS1); the SEN Governors are Janet Buck and Margaret Hoyland; the SEN Support Teacher is Alyson Mazzotta and the Pupil Premium (PP) Champion is Toni Holford-Wright. All have been busy this year evaluating the provision of SEND within the school using the new format produced by the County. This was a very positive exercise and showed the areas within the provision that were well established and those which need to be further developed.

At Marlborough St Mary's, we value the contributions made by all children, professionals and parents to help develop our inclusive school community. All pupils with SEN and/or disability (SEND) are integrated into the mainstream classes where possible and the Resource Base pupils integrate into mainstream classrooms as appropriate. All pupils go on trips, to assemblies, sporting events, are included in performances and go out to play with the whole school. Expectations for homework are exactly the same for SEN children but differentiated work is given and signposts to support for parents. There is an ongoing Disability Access Plan to ensure equality of access for all.

### **Identification and Provision**

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice which may include differentiated teaching or extra support from teaching assistants or specialist staff. As each key stage has a Resource Base, there is a high level of expertise in ensuring that all pupils' needs are met through reasonable adjustments. The school, also, works closely with Achievement for All and the staff has had training on and implemented structured conversations with parents, creating learning environments and strategies for differentiation.

If the child does not respond and it is felt that his or her needs are additional or different from normal classroom practice, then the class teacher refers to the Graduated Response to SEND Support (GRSS) document or EYGRSS (the early years' version) for help in assessing the

category and level of need and shares concerns with the SENCO and PP Champion for advice.

If the child requires further additional interventions, parents will be informed and encouraged to share information. All interventions are plotted on the school provision map. Most interventions last 10 weeks with a 2 week entry/exit criteria assessment schedule. Regular meetings with the staff also help to ensure that the right children are identified and that the correct intervention is carried out that meets the needs of the children, Details of all the interventions used can be found on the school's SEN Information Report. As there is a large cross over with PP and SEN pupils, the interventions used are in place to support both sets of children.

Upon completion of the interventions and in discussion with class teachers, teaching assistants, SENCOs, PP Champion, Intervention Lead and parents, it is decided whether the pupil needs additional provision over and above what the school would normally provide. If this is the case, parents will be advised and the child's name will be placed on the SEN register. At this stage, Support Plans (Target sheets) are introduced, thus encouraging the class teachers to evaluate and readjust strategies and set measurable and achievable targets. This year, also, the SENCOs were asked to join a DART (Digital Assessment and Referral Tool) Pilot Scheme - a new paperwork system for referring children with SEN to outside agencies. This required a large amount of information, which made referring a much more time consuming exercise. The governors are very grateful to both of them for making the time to complete this arduous task. In addition, a "Single Agency Referral Form"(SARF), "My Support Plan" or "Early Help Common Assessment Framework" (CAF) has to be opened. This, also, involves a lot of paperwork for the SENCOs and the school is fortunate in having the expertise of the Parent Support Adviser and the Pastoral Manager to assist in this process.

If a child demonstrates significant or lifelong difficulties, the SENCOs together with the Head Teacher request a Statutory Education, Health and Care (EHC) Plan from the Local Authority.

### **Number of Children with SEN**

This year, in KS1, there are 32 children on the SEN Register at SEN Support or Statutory EHC Plan (including 9 children in the CNRB). In KS2, there are 49 children (including 10 in the CNRB). This is a total of 81 children with SEN in the whole school which is approximately 24% of the children on roll. 36 of SEN pupils are also in receipt of Pupil Premium(PP) and the PP budget is used very creatively to impact on these pupils as strategies learnt as part of the PP Strategy have been cascaded throughout the school. It is also recognised that a child may be very able in some areas as well as being on the SEN Register. This year, there are two such children, which shows that the talents of all pupils are celebrated and supported.

## **Deployment of Staff and Resources**

Our highly skilled Teaching Assistants work alongside the class teachers delivering specialised programmes and offering general classroom support. They are most effective in supporting SEND children. This is evidenced through observations, intervention programmes and progress against support plans/target sheets as appropriate. Their support is not only given in numeracy and literacy but also in catering for children with behavioural, social and emotional needs and for those with speech and language problems. Ongoing training is held on a needed basis for children with medical, physical difficulties and a variety of special needs eg choke training, epilepsy, manual handling, Makaton etc.

## **Progress of Pupils with SEN**

All the children who are currently receiving support are making progress and meeting their individual targets as set out in their Support Plans/Target Sheets. Interventions are now more clearly targeted and progress is monitored more closely in the Pupil Progress Meetings, which take place three times a year, and the SENCO Surgeries. New targets are set, taking into account recommendations from outside agency assessments, evidence of provision of additional support groups or interventions, the results of standardised reading scores and teacher assessments. Parents of SEN children know their targets and meet with the class teacher regularly.

It can be seen that the amalgamation of St Peter's Junior School and St Mary's Infant School into Marlborough St Mary's Primary School has resulted in a lot of hard work for all the SEN staff. The Governors are very appreciative and indebted to them for their dedication and hard work.